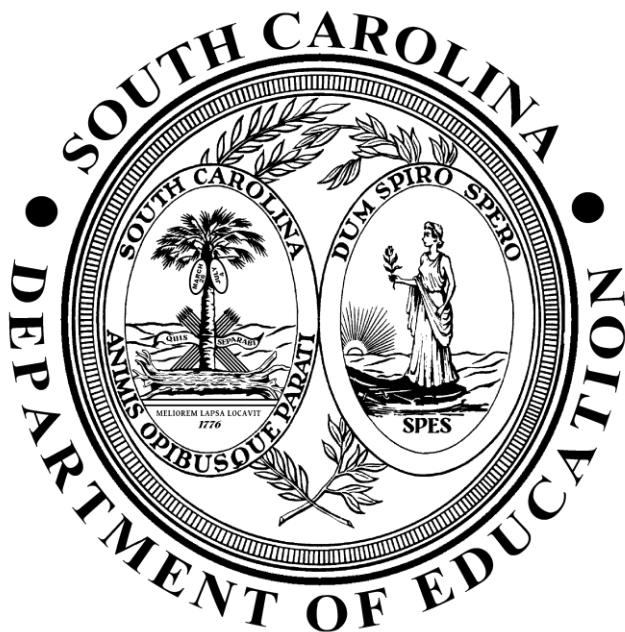


**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

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*STATE SUPERINTENDENT OF EDUCATION*



## Work-Based Learning Annual Report

Submitted to the South Carolina General Assembly

Pursuant to Proviso 1A.5 (SDE-EIA: Work-Based Learning)

February 1, 2018

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## **Introduction**

The long-term mission of the Work-Based Learning Program, as supported through the Work-Based Learning Proviso (1A.5. SDE-EIA: Work-Based Learning) is to enhance school-based and work-based learning educational opportunities for students.

The South Carolina Department of Education (SCDE) Work-Based Learning Program accomplishes this mission with activity in three areas:

1. Regional professional development and work of Regional Work-Based Learning Coordinators (RWLCs) that align with and connect to classroom learning;
2. Technical support and professional development for district staff supporting activities required under the Education and Economic Development Act (EEDA); and
3. Provision of activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, service learning, and structured field studies to district-level and school-level staff as well as instructors and students.

### *Authorizing Legislation*

The Work-Based Learning Program originated under the Education Improvement Act of 1984. Other laws, provisos, and regulations that govern the implementation of this program include the following:

#### Code of Laws:

S.C. Code Ann. § 59-59-60(1), -140, -200 (Supp. 2011)

#### Proviso:

1A.5 (SDE-EIA: Work-Based Learning)

#### Regulation:

24 S.C. Code Ann. Regs. § 43-225 (Repealed)

The proviso requires the SCDE to report each February on related accomplishments:

**1A.5. (SDE-EIA: Work-Based Learning)** Of the funds appropriated in Part IA, Section 1, VIII.A.1. for the Work-Based Learning Program,<sup>1</sup> \$75,000 shall be used by the State Department of Education to provide for regional professional development in contextual methodology techniques and integration of curriculum, and professional development in career guidance for teachers and guidance counselors and training mentors. Pilot-site

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<sup>1</sup> There is no line item in the budget for the Work-Based Learning Program. A former line for “Tech-Prep,” and others, were rolled up into the line for “Career & Technology Education” in the 2017-18 Appropriations Act.

delivery of contextual methodology training in mathematics will be supported by technology and hands-on lab activities. In addition, \$500,000 shall be allocated for Regional Career Specialists. Each Regional Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technology Education, State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and Technology Education, State Department of Education. **The Office of Career and Technology Education, State Department of Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and Means Committee on accomplishments of the Regional Career Specialists.** Of the funds appropriated in the prior fiscal year, unexpended funds may be carried forward to the current fiscal year and expended for the same purposes. (Proviso 1A.5, emphasis added.)<sup>2</sup>

### *History and Evolution of the Program*

The funding and authority for the Work-Based Learning Program has shifted over the years. It originated as a federally-funded program that supported technical preparation consortia and alliances. In June 2007, federal funds for Tech Prep-School-To-Work Alliance Partnerships ceased. Beginning July 1, 2008, the Perkins IV, Title I South Carolina Education and Business Alliance partnerships (SCEBA partnerships) began technical support for career guidance personnel, building-level career specialists, and other support staff via activities and professional development. As part of this technical support, state-supported regional career specialists began to work closely with SCEBA partnerships to collect and report Work-Based Learning Program data. These data are managed through PowerSchool and collected on a yearly basis. These positions have evolved to Regional Work-Based Learning Coordinators, who are housed with a variety of fiscal agents. These coordinators are separate from the Education and Economic Development Act (EEDA) regional workforce advisors at the South Carolina Department of Commerce, and the school based career specialists mandated and funded by the EEDA.

The amount of funding has been at \$575,000 since before 1995–96.

The following report reviews school year 2016–17 accomplishments in professional development, improvements in work-based learning data, district needs related to work-based learning, and the SCDE’s program goals for this school year, 2017–18.

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<sup>2</sup> The proviso refers to “Regional Career Specialists,” however, this term has become confusing because of the school-based “career specialists” funded under the EEDA, and the Regional Workforce Advisors under EEDA, now working through the South Carolina Department of Commerce. This report will refer to the current-day positions as Regional Work-Based Learning Coordinators (RWLCs) to avoid confusion with EEDA-funded positions.

## **Professional Development**

In adherence to Proviso 1A.5, this report provides a description and data related to the work and accomplishments of Regional Work-Based Learning Coordinators (RWLCs) during the 2016–17 school year. RWLCs provide school districts in their geographic areas with professional development, career guidance initiatives, and work-based learning activities while supporting educators, school counselors, school-level career specialists, business partners, students, and parents. The RWLC role is separate from the Regional Workforce Advisor (RWA) role working under the South Carolina Department of Commerce. Each role provides support to the education sector, but they are completely different layers as outlined in the EEDA.

The method of accountability for the RWLC role is a document called the Direct Service Accountability Report which is submitted to the SCDE Office of Career and Technical Education (OCTE) on a bi-monthly basis. It documents all direct service to students, educators, parents, and business partners, including workshops, career guidance, and career development initiatives; implementation and support of work-based learning within each region; and professional development delivered personally by each RWLC to educators and parents. The primary focus of this reporting system is the individual's direct service and not organizational or planning meetings that support the RWLC work. This assures accountability and higher quality programming while aligning all RWLCs' direct service activities to state goals. Each RWLC must also attend a series of four annual accountability planning sessions facilitated by the education associate from the SCDE OCTE. Each RWLC must also attend, contribute to the planning of, and deliver professional development at the annual South Carolina Education and Business Summit.

During the 2016–17 school year, RWLCs worked to enhance the level of career guidance and placement, workforce development, postsecondary transition, and delivery of career development services throughout South Carolina. Contextual methodology professional development and training was offered in all regions through courses and workshops in the twelve regions identified in the EEDA. Training in the Catawba Region, the one region yet to employ a RWLC, was provided by current RWLCs in neighboring regions. Some RWLCs used funds provided to contract with business/industry expert instructors to deliver the professional development/training while other RWLCs delivered the courses/workshops themselves. RWLCs collaborated to ensure consistent delivery of content, whether the format was a course or workshop series, and to provide instruction that benefited English, math, science, and career and technology education (CATE) instructors. Principals were required to sign assurance forms indicating that all appropriate faculty received contextual methodology training, and RWLCs worked with their assigned districts to provide the necessary training based on requirements in the EEDA, S.C. Code Ann. § 59-59-200. According to the Direct Service Accountability Reports submitted to the OCTE from July 2016 through June 2017, RWLCs conducted over fifty workshops pertaining to contextual methodology for over one thousand educators.

RWLCs offered a number of additional trainings and workshops, including Global Career Development Facilitator (GCDF) national certification training courses, during the 2016–17 academic year. This national certification course curriculum was developed by the National

Career Development Association. Now in its seventeenth year, the RWLC GCDF course delivery has resulted in South Carolina's having one of the highest numbers of GCDFs certified in the nation. The SCEBA partnerships and RWLCs offer these courses to support school career guidance staff and faculty in addressing the EEDA-required emphasis on national career clusters. Over 159 educators received GCDF training through direct instruction under the RWLCs during the 2016–17 school year.

An education associate in the OCTE provides professional development for, oversight of, and coordination of statewide work-based learning and career guidance activities of the RWLCs. During the past thirteen years, RWLCs have supported training necessary to effectively implement the state's career guidance programs by supporting statewide Individual Graduation Plans (IGPs), work-based learning, and college- and career-readiness. RWLCs continue to support the needs of GCDF-trained educators as they offer activities and provide materials used by career guidance staff in carrying out their day-to-day activities. RWLCs conduct workshops for GCDFs to enable them to accumulate the seventy-five hours needed every five years for recertification. Over 23,493 school counselors, career specialists, and administrators received training through courses and workshops delivered by RWLCs during the 2016–17 school year.

During 2016–17, RWLCs also worked to enhance student career guidance and placement, individual academic and career planning, work-based learning activities, college and career readiness, data collection and reporting, career and technology education support, and delivery of career development and contextual methodology training. RWLCs are also nationally certified Global Career Development Facilitator Instructors (GCDFI), and they use this credential to improve the quality and quantity of school counselor and teacher training in career development. The GCDF curriculum has enhanced the educators' expertise in student-career decision making in middle and high schools.

Examples of further accomplishments that RWLCs have made in South Carolina during the 2016–17 school year include the following:

- RWLCs coordinated and implemented structured field studies and career readiness workshops for over 52,100 students with the involvement of 5,918 business and industry representatives;
- RWLCs have teamed to deliver regional training on understanding, designing, and implementing career clusters, career decision-making, and career majors. This training equips school district teams to partner with local businesses to improve workforce development for their respective regions' business communities while enhancing students' college and career readiness in South Carolina;
- RWLCs were actively involved at each high school's College Application Day to assist and help provide a seamless transition for parents and students as they completed the application process for college admissions. Their participation was to support regional training to prepare South Carolina students to be college and career ready;

- Through the coordination of RWLCs, K–12 educators have attended regional professional development. These offerings have covered, but were not limited to, topics such as the selection, administration, and interpretation of career assessments; parental involvement in academic and career planning; the Individual Graduation Plan (IGP) required for each South Carolina student; job search and employability skills; partnerships on military career pathways with all military branches; South Carolina career pathways; career clusters; employability skills for the workplace; usage of career information; career awareness, career exploration, and career preparation; and integrating career concepts into classroom teaching; and
- RWLCs have provided a critical linkage to fill the gap between businesses and K–12 schools to facilitate partnerships to support work-based learning experiences. Some of their work has resulted in business community involvement in structured field studies for students, apprenticeships, mentoring, shadowing, internships, career fairs, industry field studies for teachers and guidance personnel, career cluster panels, and numerous other career development activities featuring South Carolina employers.

Other specific service-related support provided by RWLCs includes:

- Working with local chambers of commerce and workforce alliances to support workforce development through recertification courses for educators in South Carolina;
- Developing and serving on career and technical education, career guidance, and local career cluster advisory councils;
- Coordinating student career development activities through statewide job shadowing, internship, apprenticeships, and state-approved work-based learning activities;
- Providing professional development and training to all regional schools, career centers, and school districts;
- Conducting program-specific structured field studies for South Carolina educators and students connecting each to business/industry demand;
- Supporting and conducting career fairs and speakers bureaus engaging business/industry participation;
- Assisting as regional coordinators with the South Carolina Work-Based Learning Student of the Year, South Carolina Career Specialist of the Year, and South Carolina Counselor of the Year;
- Identifying the annual career and technology education student recipients for the Technology Champions designation and scholarships;

- Working closely with the OCTE career guidance education associate to provide career guidance awareness to student-athletes across the state through the coordination and implementation of the Marcus Lattimore Student-Athlete Leadership Academy;
- Organizing college- and career-readiness business showcases for K–12 students providing instruction on industry-based certifications and soft skills; and
- Providing assistance to each regional high school’s College Application Month to assist students and parents with understanding the application process for college admissions and financial aid.

## **Work-Based Learning Experiences Data**

All of South Carolina’s public schools have implemented the South Carolina Comprehensive Developmental Guidance Model. All South Carolina students have access to career awareness and exploration activities. Work-based learning is an important component of the Comprehensive Career Guidance Model to ensure students have the educational experiences needed to become life-long learners.

Collection of work-based learning data began during the 2008–09 academic year. Nine years of work-based learning data are currently available via electronic collections. During this nine-year period, however, South Carolina public schools transitioned its student information systems from the use of the Student Administrative Student Information (SASI) to PowerSchool, creating a change in the process/procedure for collecting data. The OCTE believes this transition led to a significant drop in the number of work-based learning experiences reported by districts from the 2012–13 to the 2013–14 school year.

To combat this decline, beginning in 2014–15, RWLCs provided technical assistance to those districts and schools that did not report work-based learning data in the new PowerSchool system. Additionally, RWLCs, under the direction of the OCTE education associate, conducted regional workshops to provide professional development to sites on methodology to ensure accurate data reporting through PowerSchool. The OCTE has made a conscious effort to improve district data reporting around work-based learning by providing training which encourages school districts to be diligent in entering work-based learning experiences in PowerSchool. As personnel changes have occurred in schools, the OCTE has continued to monitor the input of data by schools and supported them with professional development and pertinent information. Success of this effort is reflected in the overall increase of work-based learning experiences reported from the 2014–17 academic years, as can be seen in Table 1 below.

The OCTE has also observed a decline in the total number of work-based learning experiences among long-term meaningful categories such as internships, mentoring, and service learning. The OCTE believes this fluctuation is due to a number of factors. Scheduling matrices within school districts have presented barriers to students’ participation in longer-term work-based learning experiences due to the time limitations in classroom schedules and the amount of time business/industry requires for daily instruction. Other scheduling conflicts arise within district

boundaries when career centers and feeder high schools operate on different bell schedules. In addition, new privacy laws and age restrictions in business/industry now impact the work-based learning opportunities that are available for high school students. Last, a large majority of school counselors are absorbing the role of the work-based learning coordinators in addition to their primary role serving students with academic, social, and emotional support.

One successful avenue school districts are utilizing heavily to reduce these barriers, especially in rural locations and places where business/industry restrictions exist, is virtual job shadowing experiences for students. MicroCareerBurst provides over two hundred different virtual job shadowing experiences that highlight career opportunities for South Carolina students. These virtual shadowing experiences are available free of charge. MicroCareerBurst has additional virtual shadowing experiences under development that will be available for students in the future. Currently, these virtual job-shadowing experiences afford students with opportunities to explore career options in the sixteen nationally recognized career clusters. As shown in Table 1, 34,442 students participated in a virtual job-shadow experience in 2016–17. RWLCs will continue to provide technical support and professional development at the local level to expand such experiences for students.

**Table 1**  
*Number of Work-Based Learning Experiences by Type and School Year between 2011–12 and 2016–17, All Grades*

Type of Experience	2016–17	2015–16	2014–15	2013–14	2012–13	2011–12
Cooperative Education	1,630	1,537	1,465	1,520	866	742
Internship	3,651	3,576	4,087	2,941	2,718	3,437
Mentoring	1,923	1,495	3,363	3,547	3,544	3,543
Registered Apprenticeship	69	55	57	66	74	78
School-Based Enterprise	4,592	4,328	3,857	3,249	3,146	2,813
Service Learning	11,091	13,025	21,343	17,638	21,105	27,755
Shadowing: On-Site	32,442	30,033	35,514	30,988	35,632	35,274
Shadowing: Virtual	34,442	32,734	33,490	22,948	33,772	30,534
Structured Field Study	29,340	21,174	N/A	N/A	N/A	N/A
Youth Apprenticeship	156	78	75	53	87	50
Total Experiences	119,336	108,035	103,251	82,950	100,944	104,226

Because of the 2013–14 decline in work-based learning experiences shown in Table 1, in 2014–15 the OCTE continued to place a primary focus on technical assistance by region emphasizing the importance that each student be provided the opportunity to participate in a work-based learning experience prior to high school graduation. Each RWLC was provided a revised State Work-Based Learning Manual and implementation guidelines along with direct guidance and training from the OCTE. This initiative was intended to support job functions of school

counselors, especially in districts without a designated career specialist or work-based learning coordinator. Statewide workshops were conducted with over 1,900 school counselors, career specialists, and work-based learning coordinators. Efforts in 2014–15, including the provision of specific professional development, were successful as demonstrated by a significant rise in number of work-based learning experiences reported. The total jumped from 82,950 to 103,251, showing an overall increase of 20,301 experiences provided. In 2014–15, almost every category demonstrates an increase, with virtual shadowing showing an increase of 10,542 experiences from the 2013–14 year. Continued increases in 2015–16 and 2016–17 show that training and professional development provided by each RWLC, as well as ongoing support of district data entry related to work-based learning experiences, are making a positive difference with 2016–17 reporting the highest numbers ever reported for work-based learning experiences. Work-based learning experiences jumped from 108,035 to 119,336 showing an overall increase of 11,301 experiences provided. Between the decline in 2013–14 and the 2016–17 school year, the state has experienced an overall increase of 36,386 work-based learning experiences (43.9 percent).

## **Work-Based Learning Needs**

It is important to note that work-based learning data provided in this report includes all students, K–12, not just high school students or high school students who enroll and complete career and technical education programs. To ensure each student is career ready, each high school needs to have full-time employees committed to work-based learning implementation. Many districts lack full-time employees who can solely commit to work-based learning facilitation and implementation. For some school districts, full-time, active certified teachers and/or administrators are taking on the additional responsibility of the work-based learning coordinator role. All roles are vital to meet the needs of students and prepare each for the twenty-first century workforce and the global economy. The OCTE supports this recognition of great need and recommends that, whenever possible, each district invest by committing a full-time position to facilitate and implement an effective, meaningful work-based learning program serving all K–12 students. This is especially important as our state moves forward with work-based learning in the state’s new accountability model. Furthermore, committed resources will be needed to implement and track endorsements supporting South Carolina Diploma Pathways. In particular, the career seal of distinction will be of focus with work-based learning experiences as a component of completion.

## **Program Goals 2017–18**

Work-based learning opportunities in combination with identified career and technology education curricula support strong secondary and postsecondary education opportunities, preparing students for mid- and high-level technology careers in the twenty-first century. Students completing a strong academic and technical program will be well prepared to enter full-time employment or pursue postsecondary education options. The goals of the Work-Based Learning Program for 2017–18 are:

- Continue to expand school-based and work-based learning educational partnerships with business/industry stakeholders for secondary-level students with ongoing collaboration around identified sector strategies and industry workforce demand;
- Ensure accurate and complete district-level data are collected and reported for all state-approved work-based learning activities via the PowerSchool student information system;
- Provide educators, students, and parents with career-cluster-specific activities with shadowing, structured field studies, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning;
- Support the career guidance and counseling components of the EEDA;
- Increase contextual methodology training to administrators and educators, especially in the core academic areas of math and science;
- Continue regional training with the South Carolina Occupational Information System (SCOIS) and other career assessment tools to assist counselors and school-level career specialists with career guidance plans for each student;
- Provide professional development for career and technical education personnel and career guidance personnel at the 2018 South Carolina Education and Business Summit;
- Serve as a Certified Master Trainer with Microburst as the regional provider to deliver the EmployABILITY Soft Skills training program to requesting school districts in each service area; and
- Partner with relevant SCDE offices to support and provide training for the SC Diploma Pathways Project with concentration on the Career Seal of Distinction.

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